



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2008  
Code: 11391366  
SAU: Raymond School Department  
School: Raymond Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 3

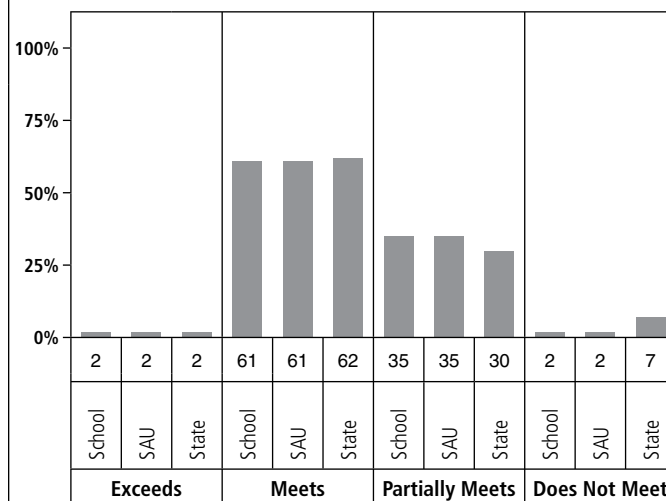
SAU: Raymond School Department

School: Raymond Elementary School

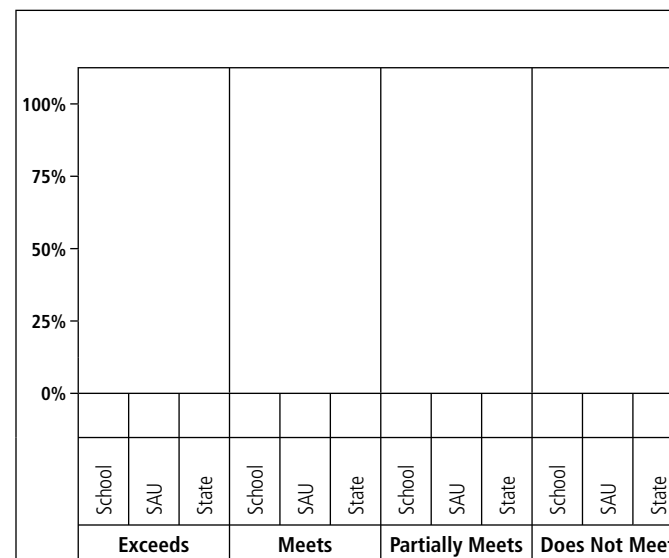
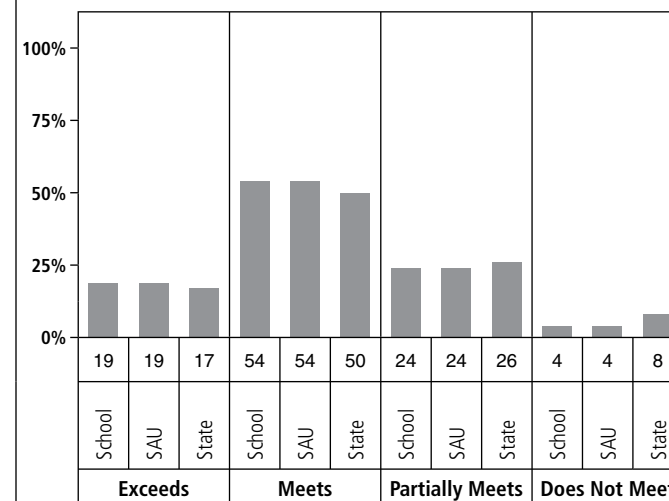
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	344	344	345
2006–2007	345	345	345
<b>2007–2008</b>	<b>345</b>	<b>345</b>	<b>344</b>
Cum. Avg. *	345	345	345
<b>Mathematics</b>			
2005–2006	342	343	344
2006–2007	348	348	347
<b>2007–2008</b>	<b>349</b>	<b>349</b>	<b>347</b>
Cum. Avg. *	346	347	346

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 3  
 SAU: Raymond School Department  
 School: Raymond Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	56	100	56	100	13803	100	55	98	55	98	13714	99	55	98	55	98	13710	99						
<b>Ethnicity</b> African American/Black	1	2	1	2	399	3	1	100	1	100	391	98	1	100	1	100	392	98						
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99						
Asian or Pacific Islander	1	2	1	2	210	2	1	100	1	100	205	98	1	100	1	100	206	98						
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98						
Caucasian/White	54	96	54	96	12916	94	53	98	53	98	12846	100	53	98	53	98	12839	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	9	16	9	16	2358	17	9	100	9	100	2333	99	9	100	9	100	2329	99						
<b>Current LEP</b>	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98						
<b>Economically disadvantaged</b>	10	18	10	18	5584	40	9	90	9	90	5535	99	9	90	9	90	5530	99						
<b>Migrant</b>	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	44	79	44	79	10650	77	44	79	44	79	10678	77						
Identified disability (PET/IEP)	1	2	1	2	475	4	1	2	1	2	479	4						
LEP	0	0	0	0	151	1	0	0	0	0	149	1						
504 plan	0	0	0	0	83	1	0	0	0	0	85	1						
<b>Participation with accommodations</b>	10	18	10	18	2936	21	10	18	10	18	2911	21						
Identified disability (PET/IEP)	7	70	7	70	1735	59	7	70	7	70	1729	59						
LEP	0	0	0	0	197	7	0	0	0	0	208	7						
504 plan	1	10	1	10	49	2	1	10	1	10	47	2						
Other	3	30	3	30	986	34	3	30	3	30	958	33						
<b>Participation through alternate assessment (PAAP)</b>	1	2	1	2	123	1	1	2	1	2	121	1						
Identified disability (PET/IEP)	1	100	1	100	123	100	1	100	1	100	121	100						
LEP	0	0	0	0	4	3	0	0	0	0	4	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	9	0	0	0	0	0	12	0						
<b>Non-participation – other</b>	1	2	1	2	80	1	1	2	1	2	81	1						

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 3  
SAU: Raymond School Department  
School: Raymond Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	1	2	1	2	352	3
	2006-2007	2	3	2	3	332	2
	<b>2007-2008</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>227</b>	<b>2</b>
	Cum. Total*	4	2	4	2	911	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	36	59	37	60	8641	62
	2006-2007	38	61	38	61	8691	63
	<b>2007-2008</b>	<b>33</b>	<b>61</b>	<b>33</b>	<b>61</b>	<b>8403</b>	<b>62</b>
	Cum. Total*	107	60	108	61	25735	62
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	18	30	18	29	3671	27
	2006-2007	18	29	18	29	3781	27
	<b>2007-2008</b>	<b>19</b>	<b>35</b>	<b>19</b>	<b>35</b>	<b>4018</b>	<b>30</b>
	Cum. Total*	55	31	55	31	11470	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	6	10	6	10	1163	8
	2006-2007	4	6	4	6	1021	7
	<b>2007-2008</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>938</b>	<b>7</b>
	Cum. Total*	11	6	11	6	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>46</b>	<b>100</b>	28.1	61.1	28.1	61.1	27.6	60.0
<b>Literary Text</b>	<b>23</b>	<b>50</b>	14.1	61.3	14.1	61.3	14.1	61.3
<b>Informational Text</b>	<b>23</b>	<b>50</b>	14.0	60.9	14.0	60.9	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Raymond School Department  
 School: Raymond Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	54	1	2	33	61	19	35	1	2	345	54	2	61	35	2	345	13586	2	62	30	7	344
<b>Ethnicity</b>																						
African American/Black	1										1						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	1										1						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	52	0	0	33	63	18	35	1	2	345	52	0	63	35	2	345	12728	2	63	29	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	3	38	4	50	1	13	338	8	0	38	50	13	338	2210	0	32	48	20	338
No	46	1	2	30	65	15	33	0	0	346	46	2	65	33	0	346	11376	2	68	26	4	346
<b>Current LEP</b>																						
Yes	0										0						348	1	36	45	19	339
No	54	1	2	33	61	19	35	1	2	345	54	2	61	35	2	345	13238	2	63	29	7	344
<b>Economically disadvantaged</b>																						
Yes	9	1	11	3	33	5	56	0	0	344	9	11	33	56	0	344	5450	1	49	39	11	341
No	45	0	0	30	67	14	31	1	2	345	45	0	67	31	2	345	8136	2	71	23	4	346
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	343
No	54	1	2	33	61	19	35	1	2	345	54	2	61	35	2	345	13581	2	62	30	7	344
<b>Gender</b>																						
Female	28	1	4	20	71	7	25	0	0	348	28	4	71	25	0	348	6567	3	65	27	5	345
Male	26	0	0	13	50	12	46	1	4	342	26	0	50	46	4	342	7019	1	59	32	8	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2004	0	37	49	14	339
No	54	1	2	33	61	19	35	1	2	345	54	2	61	35	2	345	11582	2	66	26	6	345
<b>Gifted/talented program</b>																						
Yes	0										0						125	11	87	2	0	355
No	54	1	2	33	61	19	35	1	2	345	54	2	61	35	2	345	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 3  
 SAU: Raymond School Department  
 School: Raymond Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	100	0	0	0	0	346	2	0	100	0	0	346	6	0	43	39	18	340
B. less than one hour	87	1	2	28	61	16	35	1	2	345	87	2	61	35	2	345	79	2	65	28	5	345
C. one to two hours	11	0	0	3	50	3	50	0	0	344	11	0	50	50	0	344	12	2	60	31	7	344
D. more than two hours	0										0						3	0	32	44	24	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	21	0	0	8	73	3	27	0	0	349	21	0	73	27	0	349	29	3	62	28	7	345
B. They match some of what I have learned.	57	1	3	17	57	12	40	0	0	345	57	3	57	40	0	345	48	2	67	27	4	345
C. They match just a little of what I have learned.	17	0	0	6	67	3	33	0	0	343	17	0	67	33	0	343	15	1	56	34	9	343
D. There is no match.	6	0	0	1	33	1	33	1	33	335	6	0	33	33	33	335	8	0	44	40	16	340
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	30	0	0	14	88	2	13	0	0	350	30	0	88	13	0	350	42	3	67	24	6	346
B. good	60	1	3	16	50	14	44	1	3	343	60	3	50	44	3	343	46	1	62	32	5	344
C. fair	9	0	0	2	40	3	60	0	0	342	9	0	40	60	0	342	10	0	48	42	10	341
D. poor	0										0						2	0	30	43	28	336
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	11	0	0	4	67	1	17	1	17	342	11	0	67	17	17	342	22	1	48	38	12	341
B. about the same as my regular schoolwork	74	1	3	23	59	15	38	0	0	346	74	3	59	38	0	346	57	2	68	26	4	346
C. easier than my regular schoolwork	15	0	0	5	63	3	38	0	0	344	15	0	63	38	0	344	21	1	61	30	8	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	19	0	0	3	30	6	60	1	10	339	19	0	30	60	10	339	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	58	1	3	18	60	11	37	0	0	346	58	3	60	37	0	346	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	23	0	0	10	83	2	17	0	0	349	23	0	83	17	0	349	29	3	69	23	6	346
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	23	0	0	11	92	1	8	0	0	350	23	0	92	8	0	350	19	3	65	27	6	346
B. 20 minutes to an hour	49	1	4	17	65	8	31	0	0	347	49	4	65	31	0	347	47	2	68	25	5	346
C. less than 20 minutes	25	0	0	4	31	8	62	1	8	338	25	0	31	62	8	338	19	1	56	35	8	343
D. I rarely read at home.	4	0	0	0	0	2	100	0	0	338	4	0	0	100	0	338	14	0	47	40	12	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	19	0	0	4	40	6	60	0	0	343	19	0	40	60	0	343	28	1	56	33	9	343
B. six to ten pages	25	1	8	8	62	4	31	0	0	347	25	8	62	31	0	347	23	1	63	29	7	344
C. eleven or more pages	57	0	0	20	67	9	30	1	3	345	57	0	67	30	3	345	49	2	65	27	6	345
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 3  
SAU: Raymond School Department  
School: Raymond Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	3	5	3	5	1295	9
	2006-2007	16	26	16	26	1985	14
	<b>2007-2008</b>	<b>10</b>	<b>19</b>	<b>10</b>	<b>19</b>	<b>2277</b>	<b>17</b>
	Cum. Total*	29	16	29	16	5557	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	30	49	31	50	6852	49
	2006-2007	17	27	17	27	6990	51
	<b>2007-2008</b>	<b>29</b>	<b>54</b>	<b>29</b>	<b>54</b>	<b>6764</b>	<b>50</b>
	Cum. Total*	76	43	77	43	20606	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	16	26	16	26	4081	29
	2006-2007	26	42	26	42	3673	27
	<b>2007-2008</b>	<b>13</b>	<b>24</b>	<b>13</b>	<b>24</b>	<b>3504</b>	<b>26</b>
	Cum. Total*	55	31	55	31	11258	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	12	20	12	19	1638	12
	2006-2007	3	5	3	5	1193	9
	<b>2007-2008</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>1044</b>	<b>8</b>
	Cum. Total*	17	10	17	10	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>15</b>	<b>31</b>	9.2	61.3	9.2	61.3	9.2	61.3
<b>Cluster 2: Shape and Size</b>	<b>14</b>	<b>29</b>	10.4	74.3	10.4	74.3	10.0	71.4
<b>Cluster 3: Mathematical Decision Making</b>	<b>5</b>	<b>10</b>	3.6	72.0	3.6	72.0	3.2	64.0
<b>Cluster 4: Patterns</b>	<b>14</b>	<b>29</b>	9.3	66.4	9.3	66.4	9.0	64.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Raymond School Department  
 School: Raymond Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	54	10	19	29	54	13	24	2	4	349	54	19	54	24	4	349	13589	17	50	26	8	347
<b>Ethnicity</b>																						
African American/Black	1										1						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	1										1						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	52	10	19	28	54	12	23	2	4	349	52	19	54	23	4	349	12723	17	50	25	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	3	38	4	50	1	13	341	8	0	38	50	13	341	2208	6	35	37	21	338
No	46	10	22	26	57	9	20	1	2	351	46	22	57	20	2	351	11381	19	53	24	5	349
<b>Current LEP</b>																						
Yes	0										0						357	8	29	37	26	336
No	54	10	19	29	54	13	24	2	4	349	54	19	54	24	4	349	13232	17	50	25	7	348
<b>Economically disadvantaged</b>																						
Yes	9	1	11	5	56	3	33	0	0	350	9	11	56	33	0	350	5452	9	45	33	12	343
No	45	9	20	24	53	10	22	2	4	349	45	20	53	22	4	349	8137	22	53	21	4	350
<b>Migrant</b>																						
Yes	0										0						5	0	40	40	20	337
No	54	10	19	29	54	13	24	2	4	349	54	19	54	24	4	349	13584	17	50	26	8	347
<b>Gender</b>																						
Female	28	7	25	13	46	8	29	0	0	349	28	25	46	29	0	349	6565	15	49	27	8	347
Male	26	3	12	16	62	5	19	2	8	349	26	12	62	19	8	349	7024	18	50	24	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2004	5	39	41	15	339
No	54	10	19	29	54	13	24	2	4	349	54	19	54	24	4	349	11585	19	52	23	6	349
<b>Gifted/talented program</b>																						
Yes	0										0						125	70	30	0	0	366
No	54	10	19	29	54	13	24	2	4	349	54	19	54	24	4	349	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 3  
 SAU: Raymond School Department  
 School: Raymond Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	100	0	0	0	0	350	2	0	100	0	0	350	6	9	40	33	18	340
B. less than one hour	87	10	22	21	46	13	28	2	4	349	87	22	46	28	4	349	79	18	52	24	6	348
C. one to two hours	11	0	0	6	100	0	0	0	0	351	11	0	100	0	0	351	12	16	48	27	8	347
D. more than two hours	0										0						3	7	26	37	29	335
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	25	3	23	5	38	4	31	1	8	349	25	23	38	31	8	349	37	22	50	22	6	350
B. They match some of what I have learned.	62	6	19	18	56	7	22	1	3	350	62	19	56	22	3	350	46	16	53	25	6	348
C. They match just a little of what I have learned.	12	0	0	5	83	1	17	0	0	345	12	0	83	17	0	345	12	9	44	36	11	342
D. There is no match.	2	0	0	0	0	1	100	0	0	332	2	0	0	100	0	332	5	5	32	36	27	336
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	38	5	25	12	60	3	15	0	0	353	38	25	60	15	0	353	39	25	48	20	7	350
B. good	46	4	17	14	58	6	25	0	0	350	46	17	58	25	0	350	46	14	52	27	7	347
C. fair	12	1	17	1	17	2	33	2	33	339	12	17	17	33	33	339	12	8	49	35	9	343
D. poor	4	0	0	1	50	1	50	0	0	336	4	0	50	50	0	336	3	2	34	36	29	335
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	11	0	0	4	67	1	17	1	17	341	11	0	67	17	17	341	17	7	41	35	17	340
B. about the same as my regular schoolwork	70	9	24	17	46	10	27	1	3	350	70	24	46	27	3	350	59	18	53	24	5	349
C. easier than my regular schoolwork	19	1	10	7	70	2	20	0	0	350	19	10	70	20	0	350	25	21	49	23	8	349
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	52	6	22	11	41	9	33	1	4	348	52	22	41	33	4	348	32	13	47	30	10	345
B. two or three days a week	33	2	12	11	65	3	18	1	6	350	33	12	65	18	6	350	30	20	52	23	5	349
C. two or three times each month	6	1	33	2	67	0	0	0	0	353	6	33	67	0	0	353	19	20	53	21	6	350
D. never or almost never	10	1	20	4	80	0	0	0	0	353	10	20	80	0	0	353	18	16	50	27	8	347
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	8	0	0	2	50	2	50	0	0	341	8	0	50	50	0	341	7	5	34	40	20	338
B. two or three days a week	38	3	15	12	60	5	25	0	0	349	38	15	60	25	0	349	18	15	50	27	8	346
C. two or three times each month	36	5	26	10	53	3	16	1	5	352	36	26	53	16	5	352	28	21	53	21	4	350
D. never or almost never	19	2	20	4	40	3	30	1	10	348	19	20	40	30	10	348	47	17	50	25	7	347
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	4	0	0	0	0	1	50	1	50	328	4	0	0	50	50	328	16	8	42	36	13	342
B. 30–45 minutes	10	2	40	1	20	2	40	0	0	354	10	40	20	40	0	354	30	14	53	26	7	347
C. 45–60 minutes	35	2	11	11	61	5	28	0	0	347	35	11	61	28	0	347	32	22	51	22	5	350
D. more than 60 minutes	51	5	19	16	62	4	15	1	4	351	51	19	62	15	4	351	22	20	49	23	7	349
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											